

reason for departing from my general educational methods in this particular instance, and treating such behaviour with harsh reproof or whipping. The deliberately milder methods I followed did in fact achieve their end, and (I believe) without the real disadvantages of more severe treatment; but they took longer to stop the trouble than sharper ways of reproof would have done. One or two of the less understanding parents were terribly shocked on hearing or seeing that spitting sometimes happened (as if these were the first children who had ever been known to spit—or perhaps, shall I say, as if I myself enjoyed it), and one child was withdrawn from the school on the ground that I refused to whip him for spitting.

So with regard to the children's verbal aggression by remarks about excretions. Here, too, I followed steadily the general methods of education which I had already reason to believe were more fruitful and more permanently satisfactory than mere prohibitions, and took up sharper lines of action (such as definite reproof or isolation) only when these seemed really necessary in the special circumstances. That the methods followed were in fact advantageous is, I believe, abundantly proved by the total records of the school.

The actual reward of free social co-operation, rich aesthetic achievement and bold intellectual inquiry among the children did not, of course, appear all at once. It did come in due time.

b. In the second place, some things may usefully be said about the particular children in the school. (I have often been asked about these details, when lecturing on the methods of the school, and thus have reason to think they may be of general interest.)

The round dozen of boys (between the ages of 2;8 and 4;ii) whom I had in the school during the first term

offered a variety of types and temperaments. They were children from professional families, but were brought to the school at what was "then (1924) for middle-class people in England an unusually early age, for two quite different sorts of reason. Some of them were the children of parents who understood the value of early education and of opportunities for social life in these years. These parents were fully sympathetic to the aims and methods of the school, and more helpful than I can ever acknowledge in their continued understanding and support. Others of the children in this very beginning of the